



CONNECT

PRIMARY 4

Teacher's Guide
Term 1

2021-2022

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني

Introduction

The Egyptian Ministry of Education, Longman International Publishing, and York Press have developed *Connect 4* as part of a six-level school course. The *Connect* series (grades 4-6) build on the previous grades' philosophy and practices; and provide a wider scope of the outer world as well as a more vivid use of language in communicative, meaningful situations. Learning a second language requires communication to help students become active, life-long and responsible global citizens. *Connect 4* aims to prepare young learners for a dynamic future by focusing on language skills' integration, use of language in real-life situations, and using a pragmatic approach to modern issues and challenges. Students are consistently supported as they discuss, explore and practice the English language throughout the book, while employing a communicative approach, contextualized language and colorful age-appropriate topics that stimulate learners' curiosity.

Key features in every unit of *Connect 4*

CLIL (Content and Language Integrated Learning)

CLIL is about bringing the real world into the English language classroom. Students are exposed to language in real life contexts to learn the language and use it effectively; and consequently, acquire a deeper level of assimilation and understanding. Students explore how the systems of the body work, read about desert animals, research and write about plants, and discuss the importance of workers in the community, among various other topics.

Unit themes are closely related to CLIL objectives. The curriculum integrates some relevant content areas such as math, science, and social studies in an engaging and interesting way; by exposing learners to topics that are genuinely interesting and raising the learner's motivation to help them develop into life-long learners.

Life Skills

Connect 4 builds on and supports the development of essential life skills within four dimensions of learning developed by the UNICEF for the MENA region, and adopted by the English language curriculum framework: *Learning to know*, *Learning to do*, *Learning to live together* and *Learning to be*. The content of *Connect 4* adheres to the four pillars and enables learners to develop the following key self-efficacy skills:

- **Learning to know:** creativity, critical thinking, and problem solving. We live in an age saturated with information and the modern learner is faced with the challenge of understanding how to process this information, when to question it, how to interpret it and what to do with that knowledge. *Connect 4* provides students with various, guided opportunities to research, collect and combine information to build their own knowledge.
- **Learning to do:** productivity, negotiation, decision-making, and collaboration. Our modern world is a globalized, highly interconnected and complicated place. Students need to know how to work effectively and respectfully with others. In *Connect 4*, students are provided with opportunities to work collaboratively to perform certain tasks, with a special focus directed to developing students' abilities to plan, carry out, produce and assess their work.
- **Learning to live together:** participation, empathy, and respect for diversity. Our world is an exciting, diverse place in which every member of society should be treated with respect. *Connect 4* recognizes and values diversity in communities and acknowledges the dimensions of diversity (gender, color, ability, etc.) and how to work within diverse community contexts.
- **Learning to be:** self-management, communication, resilience, and accountability. In order to train learners to become productive, responsible global citizens, we need them to understand their own strengths and weaknesses. The *Connect 4* curriculum encourages students to work effectively and respectfully with others, and to learn from their mistakes.

Issues and Challenges

Part of being a responsible citizen is to explore some of the major issues and challenges experienced in one's country. These challenges are explored in the curriculum through themes such as: digital citizenship, loyalty and belonging, and environmental responsibility, with the aim of encouraging students to better understand how to effectively participate in finding solutions, especially for problems in their own environment.

PBL (Project-Based Learning)

In every unit and throughout the semester, students are encouraged to work collaboratively on a project. All projects have a specific outcome, for example to prepare a presentation, to write a letter, to make a poster, etc. Not only are the projects a chance to work collaboratively with classmates, but also to use the language and vocabulary from the unit in a meaningful context. On a bigger scale, projects are essential to provide an ongoing, formative assessment of students' language development.

Language Skills

Every unit gives students the opportunity to practice the four core skills of language learning: listening, speaking, reading and writing. New language is always contextualized in an age-appropriate curriculum that encourages students to see, hear and read the language before being asked to produce it, whether in spoken or in written form. This integrated approach mirrors real-life learning, and helps students develop learning skills which they can make use of throughout their lives.

Students are encouraged to read texts of various types and lengths to expand their vocabulary, and to improve their comprehension skills while they extract or infer from the written texts. As for productive skills, students begin to construct meaningful texts for authentic purposes with continuous enhancement of writing subskills regularly. Students are encouraged to write paragraphs, reports, fact files, etc., while keeping an eye on the accuracy of their written products. It is very essential at this stage of learning to let students express their ideas, and then guide them to review their writings for correct grammar, spelling and punctuation.

Each unit in *Connect 4* comprises six core lessons as well as a colorful unit opener.

Unit opener: Contains an engaging colorful image designed to activate prior knowledge, stimulate discussion and elicit need for new vocabulary.

Lesson 1: Receptive skills and vocabulary. Lesson 1 often includes a reading or listening text designed to present the new vocabulary in a meaningful context.

Lesson 2: Language input. New language is contextualized through texts, stories or listening activities linked to the unit topics.

Lesson 3: Often includes a CLIL text designed to bring the real-world into the classroom and provide learners with a genuine need to communicate.

Lesson 4: The focus of this lesson is to highlight pronunciation patterns in English. These might include certain sounds, word stress or word-building. There is also a math page which usually links to the topic of the unit.

Lesson 5: Students are provided with a model which they analyze and are then asked to re-create. As writing requires practice and repetition, students are regularly encouraged to make notes, write drafts and share their written work in order to improve their writing skills.

Lesson 6: Production: A chance to consolidate learning and work collaboratively with classmates. Students are provided with opportunities to present a product which shows how students understand the unit's input. The product is usually accompanied by a presentation time. This gives students a chance to practice some skills like speaking clearly, managing body language, and receiving and responding to other students' feedback.

Self-assessment: Learners reflect on the unit they have just completed and think about the things they found easy or challenging. This is also a good chance for the teacher to check learning and provide remedial support as needed.

Introduction

Inclusion of students with mild disabilities

Seven categories of students with mild disabilities are integrated in the English language classroom. The following considerations are to be kept in mind when dealing with these students to help them perform well, and to provide high quality education for all:

Students' Category	Common Characteristics	Common Educational Strategies
Visual Impairment (low vision/complete blindness)	<ul style="list-style-type: none"> - Normal learning abilities - Strong sensory memory - Distinguished motivation, and less imagination ability - Difficulty in comprehending some concepts (such as spaces, colors, etc.) - Weakness in using facial / body expressions and gestures 	<ul style="list-style-type: none"> - Converting written texts to audio clips - Writing assignments and texts in Braille - Accepting verbal answers instead of written ones in most requirements - Displaying texts and assignments using large font for low vision students
Auditory Impairment	<ul style="list-style-type: none"> - Low vocabulary acquisition - Difficulty with expressive language and inability to understand of about 50% of class discussions - Challenges with verbal learning and understanding mixed speech topics - Difficulty linking audible words with their written symbols - Difficulty learning language expressing abstract concepts - Learnability and abstract thinking are not affected if presentation is made through visual language 	<ul style="list-style-type: none"> - Presenting information directly and sequentially, moving from tangible to abstract concepts - Defining tasks before starting and fully clarifying them. - Adaptation of concepts (summarizing the verbal content / supporting it with pictures or illustrations / some visual clues for the visual content such as arrows and circles, and coloring some words with the participation of the resource room teacher)
Intellectual Disability	<ul style="list-style-type: none"> - Distraction and poor concentration - Difficulty retaining and retrieving information; especially related to short-term memory - Lack of motivation to do the tasks required - Difficulty in transferring experience or transferring effects of learning from one situation to another - Obvious weakness in language usage, speech, and pronunciation of letters and words 	<ul style="list-style-type: none"> - Gradual introduction to content (starting with the easiest part) - Providing clear and specific instructions - Providing enough time to perform the tasks required - Focusing on sensory activities - Providing incentives to encourage students to participate
Motor Disability and Cerebral Palsy	<ul style="list-style-type: none"> - Inability to do the task required at once - Language difficulties and lack of speech clarity to a degree that others cannot understand (due to poor control of the muscles of the tongue, lips, throat and facial expressions) - Anxiety, shyness, isolation, lack of self-confidence and lack of social interaction 	<ul style="list-style-type: none"> - Helping students perform tasks according to their health conditions - Reducing the amount of homework and classwork - Providing students with enough time to perform the required tasks

Autism	<ul style="list-style-type: none"> - Deficiency in attention, memory and motivation - Difficulty of shifting from one topic or task to another - Need for clues (prompts) to help them remember and retrieve information - Better retention of visual information - Poor listening and speaking skills - Overreacting to noise (discomfort with bright lights) - Difficulty in distinguishing the relationship between figures and ground or background in pictures - Aversion if touched by others 	<ul style="list-style-type: none"> - Providing enough pre-explanation of the activity - Taking into consideration that autistic students cannot be required to look and listen at the same time (due to the inability to process the information processed by vision and hearing at the same time) - Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities) - Talking to students in short sentences focusing on pronouncing key words audibly at the end of each sentence and explaining the activity before starting with specific tasks
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> - Lack of attention, concentration, remembering and organization skills, and difficulty having completing assigned tasks - Excessive physical movement and tendency to climb and swing - Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly - Difficulty with adaptive behavior and developing life skills 	<ul style="list-style-type: none"> - Checking that instructions and directions are received correctly - Using activities and instructional aids that attract the students' attention - Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks - Helping students sit in specific places while learning, to limit distraction and movement within the classroom - Allowing frequent breaks or time to move around - Assigning tasks that will be easily grasped by such students
Learning Disability	<ul style="list-style-type: none"> - Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory - Difficulty in understanding audible materials; and in following verbal instructions - Difficulty in associating vocabulary with behavior and in distinguishing between similar words - Difficulty in choosing and remembering words that express their thoughts - Continuous movement - Rapid emotional changes or extreme calmness - Unwillingness to participate in class activities 	<ul style="list-style-type: none"> - Breaking up long sentences and using the most common words - Varying the tone of voice and providing adequate warming-up before new tasks - Taking into consideration the spaces between words and spelling errors

Introduction

Inclusive Support to students with disabilities: language skills development

Writing Skills	<ol style="list-style-type: none"> 1. Use both oral and written explanations of key concepts, rules and skills. For example, write the rules on the board or on cards to regularly check comprehension. 2. Underline or highlight key phrases that are important for answering questions. 3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately. 4. For visually impaired students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille. 5. For sentence formation activities, students are to form simple and short sentences with the help of the teacher or colleagues, and the number of sentences is determined according to the students' abilities.
Reading Skills	<ol style="list-style-type: none"> 1. When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations. 2. Underline or highlight key vocabulary and phrases in long reading texts. 3. Provide short summaries of enclosed reading texts. 4. Present reading texts orally for blind students and use a magnifying glass for low vision students.
Memory Support	<ol style="list-style-type: none"> 1. Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities. 2. Provide inclusive support to students with disabilities by regularly checking their understanding.
Attention and Understanding Support	<ol style="list-style-type: none"> 1. It may be difficult for some differently abled students (intellectually impaired – auditory impaired) to grasp all the words, concepts, structures, etc., of the lesson, so it is preferable to start by reviewing previously taught material that is related to the environment around them. 2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students. 3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly. 4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom. 5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle). <p>for example: Tall <u>er</u> Tall – Tall <u>er</u> than</p>

Working in Groups	<ol style="list-style-type: none"> 1. For group work activities, place differently abled students in pairs or in small groups supervised by the teacher. 2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform. 3. When making presentations, make sure that differently abled students work in pairs or in small groups. Also, make sure that: <ul style="list-style-type: none"> - the presentation is around 5-7 minutes, and you accept possible signs, gestures and any kind of verbal expression and correct answers (for categories of intellectual disability / auditory impairment / autism spectrum disorder). - the presentation relies on visual aids, and the language used should be in the form of simple, short written texts, with the commentary consisting of one sentence or more accompanied with a picture. - the use of verbal language should be limited to the minimum possible practice (one word, one simple sentence or more) according to the degree of impairment.
Listening	<ol style="list-style-type: none"> 1. Divide the main audio clip into shorter clips and comment on each short clip to help students focus on the audio parts (in the classroom, if possible, or in the resource room with the help of the resource room teacher). 2. When answering questions based on a listening text, play short parts of the text, ask the question more than once, seek answers and then play the next part and so on. 3. Summarize the content of listening passages into short sentences, and then repeat them more than once. 4. Repeat the whole word more than once when doing missing letters completion activities. 5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening. 6. Stand close to and facing auditory impaired students so that they can distinguish the letters and note the breath length and shortness in phonics. Teachers should also alert them with a sign upon completion of each word, and coordinate with the resource room teacher to use the auditory training devices inside the room. 7. When repeating target words in the phonics class, make sure that differently abled students are participating.

Introduction

Techniques supporting inclusive teaching of students with disabilities

Unit (1)

1. Prepare and use fruit flashcards and write the name of the fruits and the other food items presented in the unit. This is for the categories of intellectual disability and auditory impairment.
2. For the “Look and write” activity, let students write what they know first, then the teacher helps them with what they do not know to complete the activity.
3. When providing information for the digestive system and the respiratory system, better use concrete models to explain the parts of the body systems for all categories of inclusion.
4. When writing the organs of the systems, cerebral palsy and motor disability categories are supported by a sticker with the name of the organ written on it that is attached in an appropriate place close to them.
5. Use miming and body language to explain the movements and mechanism of the respiratory system.
6. Sticky cards for scientific concepts can be used and placed close to the students.
7. Video clips can be used to explain parts of the body systems and their functions.
8. Use cards that are accompanied with pictures to help differently-abled students form or reorder simple sentences before proceeding with free writing activities.

Unit (2)

1. Provide differently-abled students with real models (realia) to help them feel or touch the animal or bird and their parts of the body (feathers - fur - skin) when possible, especially for the blind category, while describing the pictures to them. It is preferable that the animals and birds are from the surrounding environment for the differently-abled learners in general.
2. In the *animal ladders* activity, provide differently-abled students with words to choose from to help them perform the activity.
3. Present pictures that will clearly show the meaning of verbal texts. For example, the sentence: “The crocodile and the snake eat small insects” should be presented using a picture.
4. Show videos of animals or birds to all differently-abled students, while the teacher should describe such videos for the blind category.
5. For the motor performance of a swan’s beak and its movement, the blind category will be encouraged to perform the movement of the swan’s beak by hand.
6. Translate emotions into pictures that express them, such as (fun / OK / boring / interesting / I don’t understand), and adjectives like (friendly / cute / beautiful).
7. Use concrete models of fish, such as a puzzle, that students can cut and combine to understand the concepts of a quarter, a half, three quarters, and a complete unit.

Unit (3)

1. Support the study of plant growth stages with real models (realia) for the blind category.
2. Use real models (realia) to present types of plants or trees, whenever possible, so that the blind can touch and smell them.

3. In the section of comparing types of flowers according to color, it will be only for acknowledgement (just to know it) for the blind category; they will not understand the colors distinction.
4. Remind students of the words (hundred, thousand, and million) and review them well before giving the new numerical value (billion).
5. Prepare models for the section “large numbers up to billion”, using sticky cards on the felt board, display each part separately, and do not move to the next part until you make sure that students understood each part.
6. Replace the tomato growth stages with another plant with an easy to follow germination process, such as beans plant.
7. Show a model of the papyrus plant to the differently abled students whenever possible.

Unit (4)

1. Role-play and use expressive pictures or act out real situations during teaching to explain the prepositions of place (on, in, behind, under, etc.) for all inclusion categories to facilitate the understanding of such prepositions.
2. In the section on forming sentences using (on, in, behind, under, etc.), differently abled students can combine two given parts to form sentences.
3. Provide a maquette of a group of buildings found in the unit, such as house, tent, cave, apartment and all rooms with their names, school, supermarket, mall, post office, hospital, office and floating house, for the blind category to identify them and then ask students to form some models of the buildings using clay or blocks.
4. Use (3D) arrows to clarify directions and repeat them in more than one way giving several examples e.g. representative performance of directions among students, formation of sentences on illustrated situations, making a diagram of the directions made by students, etc.
5. Divide the guiding model in the third activity in lesson 4 *Writing* into sentences that will be used as models to imitate, and students are to complete sentences as a first step before they write complete sentences.

Unit (5)

1. Explain why some structures seem unusual e.g. why *Were* in the question form changes to *Was* in the answer.
2. Use helping aids to present the duties of each profession to help different abled students, especially the blind category, learn about different professions.

Unit (6)

1. Use solid items in counting activities with the blind category.
2. Encourage students in the blind category, when making a poster showing respect for others, to describe a life situation in which respect for others is highlighted, similar to the situations presented in the student's book.

Reviews

1. Focus on pronouncing difficult words clearly in a way that reveals the letters that make up the words.
2. Re-pronounce the words to students as they write them down and assign peers to help them.
3. For auditory and intellectually impaired students, present two choices and ask students to choose the appropriate word for the same sound in the *Say the sound* activity.

UNIT 3

Introduction

pages 42-43

Objectives: To learn about the topic of this unit

Vocabulary: *seed, to grow*

Materials: Student's Book pages 42-43

Opener

- Ask one or two students *Do you like growing things? What do you grow?* If the students do not grow anything, ask students to think about gardens they know.
- Ask *What do people grow in their gardens?* Have students ask each other. You can do this as a class mingle or in small groups.



STUDENT'S BOOK

page 42

- 1 Say *Open your books. Look at pages 42-43* and hold your copy up. Wait until all students have their books open at the right place.
- 2 Point to the picture on page 42 and ask *What can you see?* Say *Name as many things in the picture as you can. You have one minute.* Have students talk in pairs.
- 3 Conduct open class feedback.

Suggested answers:

A girl, a plant, leaves, flowers, plant pot, soil

(Inclusive Techniques Unit 3, refer to page xii)

In this unit I will ...

3

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- write the life stages of a sunflower.
- research and write a report.



Look, discuss, and share

Where is the girl?

What is she doing? Why?

Why do we grow plants?



Did you know?

Did you know that we eat this cacao seed? Chocolate comes from this plant.



Find out

What other seeds can we eat?

Share your answers with your partner.

43



Find out

- 1 Ask students to explain what a seed is: something small, round or oval shaped, that can be planted in the ground and will grow.
- 2 Ask pairs to make a list of other seeds that we eat.

Suggested answers:

sesame seeds, sunflower seeds, pumpkin seeds, wheat, oats

Closing

- Focus on the unit title and explain that students will be able to answer the question at the end
- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 43



Look, discuss, and share

- 1 Have students ask and answer the questions in pairs.
- 2 Open it up into a class discussion.

Answers:

Where is the girl? She is outside – maybe in her garden.

What is she doing? She is repotting plants.

Why? The plant needs a new pot.

Why do we grow plants? It is fun/for food, for decoration, to clean the air, etc.

Did you know?

- 1 Have students look at the cacao pod. Ask if anyone knows what it is.
- 2 Tell them that this is used to make chocolate. Ask these questions: *Does this look like chocolate?* (No). *Do you think it is sweet?* (No, it is bitter.) *Do you like chocolate?* *What is your favorite type of chocolate?* (Accept any reasonable answer.)

LESSON 1

pages 44-45

- Objectives:** To learn about germination
To understand a conversation about plants and seeds
To learn the parts of a plant
- Vocabulary:** *find/found, flower, germination, leaves, root, shoot, soil, seeds*
- Language:** Present simple for facts
Tomatoes have seeds inside. We plant a seed and the plant grows.
- Materials:** Student's Book pages 44-49
Audio files 1.18-1.21
Photocopy of audioscript 1.21 (Exercise 5) cut into strips.

Opener

- Ask one or two students *What do people grow in their gardens / on their balconies?* Have students ask each other. You can do this as a class mingle or in small groups.

STUDENT'S BOOK

page 44

1 [audio 1.18] Listen and read

- Say *Open your books. Look at page 44.*
- Point to the pictures and ask students to guess who the people are and what they are talking about.
- Tell students to cover the text. Explain that this will help them listen more carefully.
- Write this question on the board: *Is the boy interested or bored?*
- Play the audio once.

Audioscript

- Dad:** *Come and look!*
- Seleem:** *What is it, Dad?*
- Dad:** *Our tomato plants are growing on the balcony! Look, can you see the leaves and the flowers?*
- Seleem:** *Oh yes, but why are the tomatoes green?*
- Dad:** *Tomatoes are green before they are red.*
- Seleem:** *How do we grow new tomatoes?*
- Dad:** *Tomatoes have seeds inside. We can take the seeds and grow new tomatoes! We plant a seed and the plant grows. That is called germination. We water the plant every day and the roots grow under the soil. The plant grows flowers and the flowers become tomato fruits.*
- Seleem:** *That's awesome! And I found a red tomato! Let's have it for lunch!*

Answers:

Seleem is very interested

LESSON 1 PLANTS AND SEEDS

Listen and read

- Dad:** Come and look!
- Seleem:** What is it, Dad?
- Dad:** Our tomato plants are growing on the balcony! Look, can you see the leaves and the flowers?
- Seleem:** Oh yes, but why are the tomatoes green?
- Dad:** Tomatoes are green before they are red.
- Seleem:** How do we grow new tomatoes?
- Dad:** Tomatoes have seeds inside. We can take the seeds and grow new tomatoes! We plant a seed and the plant grows. That is called germination. We water the plant every day and the roots grow under the soil. The plant grows flowers and the flowers become tomato fruits.
- Seleem:** That's awesome! And I found a red tomato! Let's have it for lunch!

Listen again and answer the questions

- Where are Dad and Seleem?
- What are they talking about?
- What do they want to do next?

2 [audio 1.19] Listen again and answer the questions

- Have students uncover the text, read along, and answer the questions as you replay the audio. Check their answers as a class and help them to understand the new words in bold.
- Ask the students if they like tomatoes. Ask *Who likes tomato ketchup? Who likes pizza with tomato sauce? Who likes tomatoes in pasta? Who likes tomatoes in salad?*

Answers:

- They are on their balcony.
- They are talking about the germination of tomatoes.
- They want to eat a tomato for lunch.

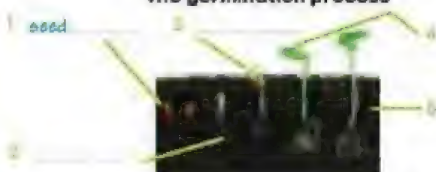
3 Listen and say. Then match



4 Look and complete

leaf roots seed shoot soil

The germination process



5 Listen and check

Work in pairs. Answer the question

Why do you think a plant dies?

boil, foil, coil (soil)

boot, food, loose (shoot, root)

pea, sea, tea (leaf) [Note: be careful! the sound is the same as *seed* but the spelling is different].

bee, three, knee (seed)

- Say the words *leaf* and *seed* and then write them on the board. Ask students *Is the vowel sound the same?* (Yes.) *Is the spelling the same?* (No). Explain that in English there are different ways to spell the same sound.

4 Look and complete

- Tell students to look at Exercise 4. Point to the picture and ask students what they can see (germinating seeds).
- Ask students to label the diagram using the words in the box.
- Go round and monitor, but do not go over the answers yet. They can do this in the next task.

5 [audio 1.21] Listen and check

- Play the audio. Students listen carefully to check their answers.

Audio script

The Germination process

We put a seed in soil. The seed needs sunlight and water so it can grow. The seed grows roots under the soil. Then it grows a shoot and gets taller above the soil. Finally, the full plant grows leaves and flowers.

Answers:

1 seed 2 roots 3 shoot 4 leaf 5 soil

STUDENT'S BOOK

page 45

3 [audio 1.20] Listen and say. Then match

- Play the audio before students do the exercise. Stop the audio after each word and ask the students to repeat the words.
- Point to the pictures on page 45. Have students match the words and pictures.

Audio script

1 shoot 2 soil 3 root 4 leaf 5 seeds 6 flower

Answers:

1e 2c 3b 4f 5a 6d

Extra practice

- Tell students you are going to read a list of words with rhyming vowel sounds that have the same spelling pattern. Ask students to tell you which word from Exercise 3 shares this pattern. Do not write the words. This exercise gives them practice discriminating sounds. Examples: *power, shower, tower* (flower)

Extra practice

- Give out the audio script with each sentence cut out separately. Have pairs put the sentences in the right order.
- Replay the audio to check their answers.

6 Work in pairs. Answer the question

- Tell the students about a time you tried to grow a plant and it died. For example: *I bought a basil plant and I put it in my kitchen. I watered it every day. Its leaves started to go yellow, so I gave it even more water. After one week it was dead. Why? (I overwatered it/gave it too much water)*
- Have pairs think of as many reasons as they can for plants dying.
- Conduct open class feedback.

Suggested answers:

Too much water, not enough water, not enough light, poor soil, insects, etc.

Closing

- Ask students what they have learned about plants. Explain that in the next lesson, you are going to learn about plants that grow in Egypt.
- Have students find out two plants that Egypt grows and exports to the rest of the world.
- Ask them to bring in books or magazines about plants.

LESSON 2

pages 46-49

- Objectives:**
- To learn about plant habitats
 - To classify plants according to where they grow
 - To compare plants using comparative adjectives
 - To compare plants using superlative adjectives

Vocabulary: *agricultural, beautiful, colorful, desert, habitat, lakes, rivers, tall*

Language: Comparative and superlative of adjectives
The rose is smaller than the daisy.
The daisy is the heaviest.

Materials: Student's book pages 46-49
 Flower books and magazines

Opener

- Ask one or two students *What plants grow in Egypt? How many can you think of as a class?*
- Have students ask each other and find out how many different plants the class can think of. You can do this as a class mingle or in small groups.

STUDENT'S BOOK

page 46

1 Read about plant habitats and label the photos

- Say *We are going to talk about habitats.* Ask students to define the word habitat (a habitat is the place where an animal or plant lives).
- Point to the pictures on page 46 and ask *What can you see?* Help students with the vocabulary.
- Have students work in pairs to read the texts and match the plant habitats with the photos.

Answers:

- 1 desert habitat
- 2 rivers and lakes
- 3 agricultural habitat

2 Where do these plants live? Complete the table

- Point to the pictures of plants on page 46. Have students repeat the words after you: *lotus flower, tamarisk, bean plant, reed, acacia, orange tree.* Focus on the link between the habitat and the pictures.
- Ask students to look at the pictures again and work with their partner for a minute to think of where this plant lives and why it can live there. Ask some confident pairs to talk about some plants and their habitats.
- Drill this question: *Where do lotus flowers grow?* Highlight the plural in the question. Then say *tamarisks* and have students ask you the question using the word *tamarisks*. Continue this substitution drill with the other plants until students seem confident with the question form.
- Have students ask each other these questions and complete the table.

3 LESSON 2 PLANTS IN EGYPT

1 Read about plant habitats and label the photos



Agricultural habitat

Farmers work here. They grow food for us to eat.

Rivers and lakes

Plants near rivers and lakes need a lot of water.

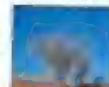
Desert habitat

There is not much rain here. Plants that live in the desert do not need a lot of water.

2 Where do these plants live? Complete the table



lotus flower



tamarisk



bean plant



reed



acacia



orange tree

River or lake	Agricultural	Desert
1 lotus flower	3	5
2	4	6

3 Work with a partner. Discuss these questions

- Where do you live?
- Is where you live a desert or agricultural habitat? Is there a river or lake?
- Which plants grow where you live?

46

Answers:

River or lake	Agricultural	Desert
1 lotus flower	3 bean plant	5 acacia
2 reed	4 orange tree	6 tamarisk

Extra practice

- Have students work in pairs and tell each other what they know about each plant.
- Conduct open class feedback.

Suggested answers:

Lotus flower: grows in water
 Tamarisk: small leaves, pink or white flowers, thin branches
 Bean plant: food, beans grow in pods, flowers can be white, yellow, or pink
 Reed: type of grass, feathery flowers, used to make writing parchments
 Acacia: thorns, yellow flowers
 Orange tree: grows fruit, Egypt is the world's biggest exporter of oranges

4 Look and say

- Compare the daisy and the rose
- Compare the rose and the sunflower

tall beautiful colorful



sunflower

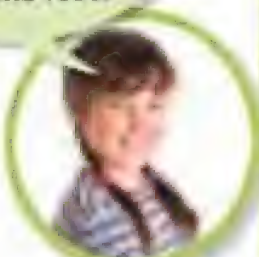


rose



daisy

The rose is taller than the daisy. The daisy is more colorful than the rose.



5 Look at the fact file and read the differences between the flowers

	daisy	rose	sunflower
How big is the flower?	2.5 - 5 cm	about 6 cm	7.5 - 15 cm
How tall is it?	10 cm	60 cm	1 - 3.5 m
How long does it live?	around 6 days	around 10 days	around 2 weeks
How heavy is it?	around 20 g	around 50 g	around 200 g

6 Read and answer T (True) or F (False)

- 1 The rose is smaller than the daisy.
- 2 The sunflower is taller than the daisy.
- 3 The sunflower is the biggest flower.
- 4 The rose lives the longest.
- 5 The daisy is the heaviest.

☐
☐
☐
☐
☐

Suggested answers:

The rose is more beautiful than the daisy. The sunflower is taller than the rose.

5 Look at the fact file and read the differences between the flowers

- 1 Point to the table.
- 2 Ask students to look at the table and answer these questions:
Which flower is about 6cm big? (rose)
Which plant is 10cm tall? (daisy)
Which flower lives for around 6 days? (daisy)
Which flower weighs around 200g? (sunflower)
- 3 Point out that we use *about* or *around* when we want to give approximate numbers.

6 Read and answer T (True) or F (False)

- 1 Ask students to use the information in the table to say if the sentences are true or false. Read this sentence as an example
The daisy is the smallest flower. (true)
- 2 Ask early finishers to make their own true / false sentences for the other students to answer.

Answers:

1 F

2 T

3 T

4 F (The sunflower lives the longest.)

5 F (The sunflower is the heaviest.)

LANGUAGE FOCUS

- 1 Tell students to look at the three pictures of flowers and read the three sentences.
- 2 Read the rule for making superlative adjectives out loud. Ask students to close their books.
- 3 Ask pairs to try to remember rules for forming comparative adjectives from Unit 2 lesson 3.
- 4 Write correct answers on the board and then have students read through the blue boxes to check if there are any rules they did not remember.

Extra practice

- 1 Have students think of example adjectives for each rule, for example:

CVC Adjectives – fatter, the fattest
 Adjectives ending in -e – cuter, the cutest
 Long adjectives – more expensive, the most expensive
 Adjectives that end in -y – tinier, the tiniest

7 Complete the table

- 1 Ask students to look at page 48 and complete the table.
- 2 Tell them they can look at the previous pages to help them.

Answers:

1 tall	taller	
big	2 bigger	the tallest
heavy	4 heavier	3 the biggest
5 beautiful	6 more beautiful	the heaviest

LANGUAGE FOCUS

A daisy is **taller** than a lotus flower. A reed is **taller** than a daisy. A reed is **the tallest** plant.



To make a superlative adjective we add **-est** to the adjective.
 tall - taller - the tallest

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end
 big - bigger - the biggest

My cat is **the biggest** on our street.

Adjectives that end in -e

nice - nicer - the nicest

My city is **the nicest** place to live.

Long adjectives

beautiful - more beautiful - the most beautiful

I think a rose is **the most beautiful** flower.

Adjectives that end in -y

heavy - heavier - the heaviest

I have **the heaviest** suitcase.

7 Complete the table

1	taller	
big	2	the tallest
heavy	4	3
5	6	the heaviest
		the most beautiful

Write sentences to compare these plants and animals

1 (cat / snake / fox / scary)

A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

2 (maize / bean / eggplant / delicious)

3 (grape / orange / lemon / big)

4 (bee / beetle / butterfly / beautiful)



What's the most beautiful flower? Ask and answer



Find out

Why do farmers grow sunflowers? What do sunflowers produce?



49

STUDENT'S BOOK

page 49

8 Write sentences to compare these plants and animals

- Demonstrate the activity by writing this example sentence on the board:
Daisy / rose / sunflower / tall – A rose is taller than a daisy. The sunflower is the tallest.
- Have the students write similar sentences comparing the plants and animals.
- Walk around monitoring and helping where necessary.
- Ask a few students to read out their example sentences. Accept all reasonable answers.
- Early finishers can write sentences for these animals and plants:
Fennec fox / camel / spider
Daisy / orange tree / sunflower
Lotus flower / rose / daisy

Suggested answers:

- A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.
- Beans are more delicious than maize. Eggplants are more delicious than beans. Eggplants are the most delicious.
- A lemon is bigger than a grape. An orange is bigger than a lemon. An orange is the biggest.
- A bee is more beautiful than a beetle. A butterfly is more beautiful than a bee. A butterfly is the most beautiful insect.

Extra practice

- Play *The superlative game*. Put the students into groups of three or four students.
- Tell the students they need to work together to find the answers to your questions. Tell them this is a race. When they know the answer, they should put their hands up.
 - Who is the tallest in your group?
 - Who is the youngest in your group?
 - Who is the oldest in your group?
 - Who has the heaviest bag in your group?
 - Who has the biggest hands in your group?
 - Who knows the funniest joke in your group?
 - Who is the youngest in your group?

9 What's the most beautiful flower? Ask and answer

- Put students in groups with some books and flower magazines and ask them to find three beautiful flowers. As a group they should decide which flower is the most beautiful.
- Ask the groups to show the class the flower that they think is the most beautiful.



Find out

- Explain that sunflowers move from facing the east to facing the west during the day.
- Have students read the questions.
- Conduct open class feedback asking for possible answers.

Suggested answers:

- Sunflowers produce beautiful flowers and also sunflower seeds, which people can eat.
- Farmers grow sunflowers because they attract helpful pollinators.
- Oil can be extracted from sunflowers.

Closing

- Say in the next lesson we are going to learn about how seeds travel from one plant to another and how plants are important for the environment.
- For homework, ask them to find out how plants can help people.

LESSON 3

pages 50-53

- Objectives:** To learn how seeds move to new places
To learn the parts of a plant cell
To learn how plants clean the air
- Vocabulary:** carbon dioxide, chloroplasts, float, microscope, oxygen, pollen, polluted, stick
- Language:** Present simple for facts
A plant produces pollen in a flower.
We use water in our homes for many things.
Plants take carbon dioxide from the air.
- Materials:** Student's Book pages 50-53
Audio files 1.22-1.23
Blue, red, and green pencils

Opener

- Put students into small groups and ask them to tell each other what they found out about how plants help people. If your class likes competition, award points for each answer and find out which group thought of the most.

STUDENT'S BOOK

page 50

1 Read and number

- Check that students understand what *pollen* is and how it helps plants grow in different places.
- Ask students to discuss in pairs how plants spread from one place to another.
- Write their answers on the board. You could tell students that the pine tree has seeds that can travel 2,900 km and coconuts have traveled even farther.
- Have students open their books to page 50. Point to the four pictures. Ask students what they can see in the pictures. Have a class discussion on why some pollen travels from one place to another (some move in the wind, some stick to an animal's fur, and some float on water), and why they think pollen travels these ways. Accept all reasonable answers.
- Ask students to read the texts and match the pictures to the correct paragraph. The first one has been done for them.
- Conduct open class feedback.

Answers:

1d 2a 3c 4b

2 Work in pairs. Discuss these questions

- Have students discuss these two questions in pairs.
- Open it up into a class discussion.

3

LESSON 3
CLIL: SCIENCE

1 Read and number

- ☒ 1d A plant produces **pollen** in a flower. It uses pollen to make new seeds. The seeds travel away from the plant. The seeds need a new place to grow.
- ☐ 2a Some seeds can move in the wind. These seeds are very light.
- ☐ 3c Some seeds can **stick** to an animal's fur. The animals move and take the seeds with them.
- ☐ 4b Other seeds can **float** on water to find a new place to grow. These seeds are usually big and light.



2 Work in pairs. Discuss these questions

How do seeds move to new places?

Why do seeds move to new places?

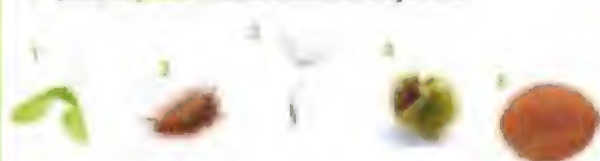


Suggested answers:

- Through the wind, through sticking to animal fur, by water.
- They need new places to grow, where there is light, water and nutrients.

3 Look and circle. Listen and check

- Circle in **blue**: seeds which travel by air
- Circle in **red**: seeds which travel on animals
- Circle in **green**: seeds which travel by water



4 Look and read. Is a plant cell big or small?

A plant is made of millions of cells. The plant cells are very, very small. **Chloroplasts** make the plant green. You can only see them with a **microscope**. The green plant cells make food for the plant. They use sunlight, **carbon dioxide** and water.



plant cell

5 Read the text again. Choose a or b

- 1 What makes the plant green?
 - a chloroplasts
 - b sunlight
- 2 When does the plant make its food?
 - a during the day
 - b at night
- 3 What does the plant use to make its food?
 - a carbon dioxide and oxygen.
 - b carbon dioxide, sunlight and water.

4 Look and read. Is a plant cell big or small?

- 1 Tell students that they are going to read a scientific text. Ask them to read the text quickly and tell you what the topic of the text is. (The text is about plant cell).
- 2 Ask students to read the text again slowly and answer the question.

Answers:

A plant cell is very, very, small.

5 Read the text again. Choose a or b

- 1 Ask students to read the questions, then to read the text again to find the answers.
- 2 Early finishers should answer these questions:
How many cells does a plant have? (millions)
How can you see what a plant cell looks like? (using a microscope)
Why is carbon dioxide important? (plants use it to make food)

Answers:

1a 2a 3b

Extra practice

- 1 Tell students they have two minutes to read the text again and try to remember as much as possible.
- 2 Put students into pairs and tell them to close their books.
- 3 Read out these sentences and have pairs decide if the statement is true or false.
A plant is made of thousands of cells. (F – millions)
You can only see plant cells with a telescope. (F – a microscope)
Carbon dioxide makes the plant green. (F – chloroplasts make the plant green)
Plants need sunlight to make food. (T)

STUDENT'S BOOK

page 51

3 [audio 1.22] Look and circle. Listen and check

- 1 Read the instructions. Students circle the numbered pictures correctly. They can do this in pairs.
- 2 Check their answers as a class.

Audioscript

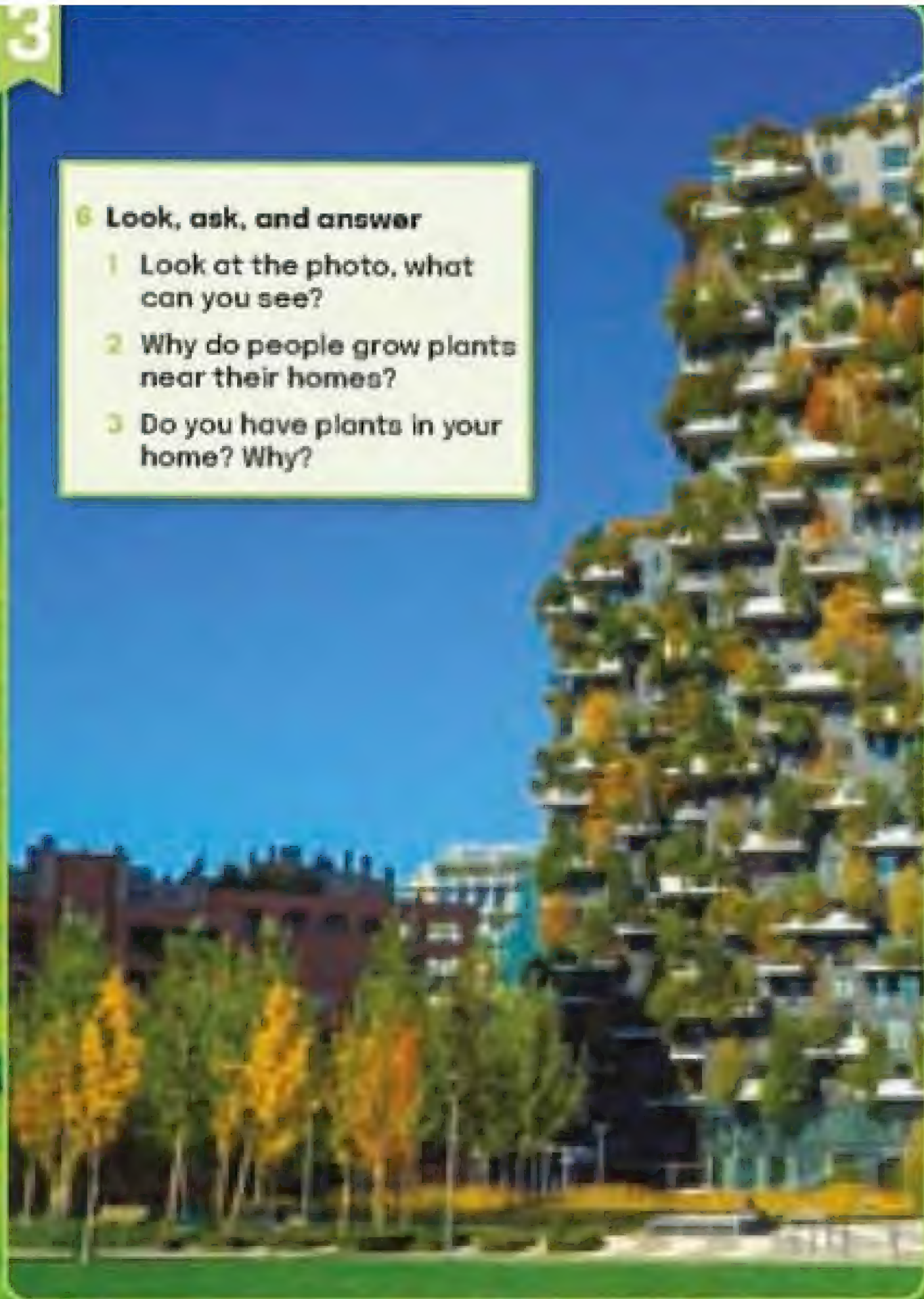
- 1 It travels by air. Circle in blue.
- 2 It travels on animals. Circle in red.
- 3 It travels by water and by air. Circle in green.
- 4 It travels on animals. Circle in red.
- 5 It travels by water. Circle in green.


Answers:



6 Look, ask, and answer

- 1 Look at the photo, what can you see?
- 2 Why do people grow plants near their homes?
- 3 Do you have plants in your home? Why?



- 7  **Read and listen to the text. How do plants make the air clean?**

How plants clean air

People need oxygen so we can breathe. In big cities, the air is **polluted** because of factories and cars. There is a lot of carbon dioxide in the air.

Green plants take carbon dioxide from the air. The plant cells need carbon dioxide to make food for the plant. The plants also produce oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

- 8 **Read the text again. Match the words with the definitions**

- | | |
|------------------|---|
| 1 polluted | a a gas in the air that people need to breathe |
| 2 oxygen | b a gas in the air that green plants use to make their food |
| 3 carbon dioxide | c dirty from factories and cars |

8 Read the text again. Match the words with the definitions

- Read the task.
- Ask students to reread the text more carefully and match the words with their definitions. They can do this individually.

Answers:


1c 2a 3b

Extra practice

- Ask pairs to find the answers to these questions:
 - What do people need to breathe? (oxygen)
 - What causes pollution in our cities? (cars and factories)
 - What do plants take from the air? (carbon dioxide)
 - Where can you see plants growing on apartment buildings? (Paris and Milan)
 - Why are plants growing on apartment buildings a good thing? (They keep the building cool and reduce air pollution).

Closing

- Ask pairs to decide which idea they think is better – having plants/trees in desserts or plants on apartment buildings.
- Conduct open class feedback, asking students to explain their reasons.

- 7  [audio 1.23] **Read and listen to the text. How do plants make the air clean?**

- Draw students' attention to the instructions, and ask them to read the text quickly to find an answer to the question. Ask them not to write the answer down now.
- Tell students to cover the text and just listen to the audio carefully, to check if they had the right answer.

Audioscript

People need oxygen so we can breathe. In big cities, the air is polluted because of factories and cars. There is a lot of carbon dioxide in the air.

Green plants take carbon dioxide from the air. The plant cells need carbon dioxide to make food for the plant. The plants also produce oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

Answers:

They take carbon dioxide from the air and make oxygen.

LESSON 4

pages 54-57

Objectives: To read and listen to literary texts and answer questions about them
To evaluate a story
To learn how to say numbers in English up to one billion
To practice the pronunciation of sl and sw
To use with the suffix *-ful* in a word to mean full of

Vocabulary: *billion, careful, helpful, hundred million, million, hundred thousand, thousand, useful*


Language: Past simple
*Lucas's grandparents lived in the city, but they didn't like it.
They wanted to have a farm.*

Materials: Student's Book pages 54–57
Audioscript 1.24–1.25
12 small pieces of paper (match box size) for each pair
Two pieces of A4 paper, one with SL written in large letters and one with SW written in large letters

Opener

- Ask students to brainstorm things that grow on farms.
- Accept any reasonable answers.

3 LESSON 4

- 1  Look at the photos. What can you see? What do you think the story is about?



- 2  Read and listen. Who is Lucas?

Lucas and his farm

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very **dry**. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted **millions** of seeds. They used rainwater to water the seeds. They needed about **a billion** liters of water a year.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.

3 Work with a partner. Answer the questions

- 1 Why did Lucas's grandparents plant seeds?
- 2 How did Lucas's grandparents change the land?
- 3 Why do you think Lucas likes the farm?

4 Do you like the story? Explain your answer

boring OK interesting I don't understand

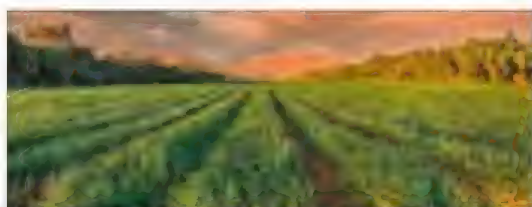
5 Work with a partner. Why is it important to turn desert land into farmland?

Think!

Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?

Complete the sentence:

Farms are good for the land because



Dirty, unclean air (polluted air)
Water that comes from the sky (rainwater)
Citrus fruit (oranges and lemons)
Feel good about an achievement (proud)

4 Do you like the story? Explain your answer

- 1 Ask students to discuss the story using the words in the box.
- 2 Monitor and encourage students to give reasons.
- 3 Conduct open class feedback. Discuss anything that the students did not understand.

Students' own answers

5 Work with a partner. Why is it important to turn desert land into farmland?

- 1 Discuss the question in pairs.
- 2 Conduct open class feedback. Accept any reasonable answers.

Suggested answers:

Turning desert land into farmland is very important for our future. The population of our country grows every day, so it is important to plant more and more crops to feed everyone. It is also useful for the environment to plant more trees and plants.

Think!

- 1 Put students into pairs and ask them to make a list of four things that were difficult for Lucas's grandparents to do. Have the pairs decide which of these things was the most difficult thing to do. They should be able to explain their choice.
- 2 Monitor and encourage students to think of reasons to justify their answers.
- 3 Conduct open class feedback. Ask one pair to say what they think was the most difficult thing to do and explain their choice. Then ask the class if anyone has a different answer.
- 4 Have students complete the sentence individually. Monitor and assist as needed.

Suggested answers:

The most difficult thing was probably when they first moved to the desert. Farms are good for the land because farmers look after the soil. Their plants also help nature, such as bees and butterflies. These also help birds.

Extra practice

- 1 Put the students into two groups: students who want to live on a farm; and students who don't want to live on a farm.
- 2 Put the students into small groups with some students from group 1 and some students from group 2. Have students try to convince each other of their opinion.
- 3 Conduct open class feedback – did anyone change their mind?

STUDENT'S BOOK

page 55

3 Work with a partner. Answer the questions

- 1 Read the questions with the class. Replay the audio. Ask students to read and listen and then answer the questions in pairs.
- 2 Conduct open class feedback.

Answers:

- 1 Lucas' grandparents planted seeds because the land was dry, and nothing was growing.
- 2 The plants helped the land because they cleaned the water and made the land green.
- 3 Lucas likes the farm because he has a good life. He likes the fruit and animals.

Extra practice

- 1 Play *Vocabulary hunt*. You can play this as a team game with groups writing down their answers and scoring points, or open class with students shouting out the answers.
- 2 Tell students you are going to read some definitions and they need to find the right word in the text:
Not normal or average (special)
Parents of your parents (grandparents)

Presentation

- Write the number 1 on the board and ask *What is this?* (one). Add a zero and ask *What is this?* (ten). Continue to add zeros and ask *What is this?* 100 (one hundred), 1000 (one thousand), 10,000 (ten thousand), 100,000 (one hundred thousand).
- Say *Now we are going to look at even bigger numbers.*
- Have students look at page 56. Hold your book up and point to the picture. Ask students *How many zeros there are in one billion?* Explain that *billion* is sometimes called *milliard* (9).

6 Look and label the diagram with the correct numbers

- Read out the numbers in the box and have students repeat them.
- Explain that the numbers on the diagram increase in size from right to left from the ones to the millions. Have students label the diagram with the correct numbers. Point out to students that billion means “milliard” in maths books.
- Conduct open class feedback reading the numbers from right to left.

Answers:

Ones, **tens**, hundreds, **thousands**, ten thousands, **hundred thousands**, millions, ten millions, **hundred millions**, **billions**

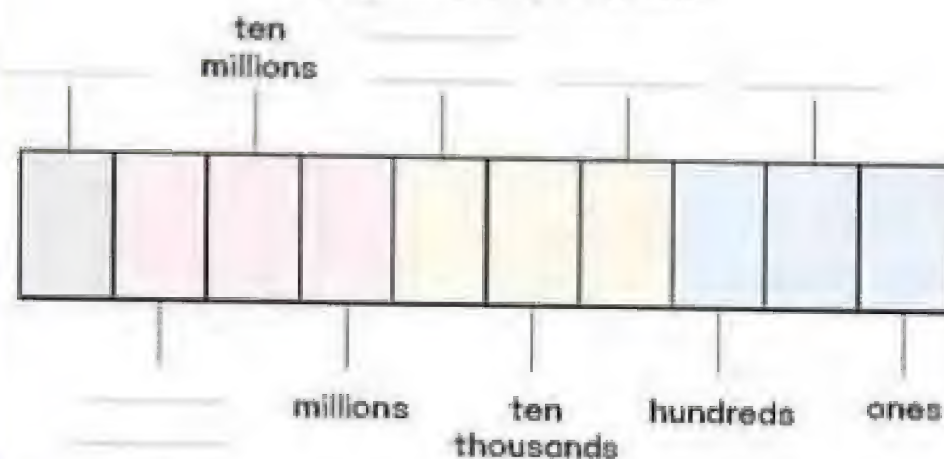


A billion is a thousand million: 1,000,000,000.

6 Look and label the diagram with the correct numbers

billions hundred millions hundred thousands tens thousands

Large numbers up to billions



f Read and match

- 1,000,000,000
- 100,000,000
- 1,000
- 100,000
- 10,000

- a a thousand
- b ten thousand
- c a billion
- d a hundred million
- e a hundred thousand

PRONUNCIATION

8 Match. Listen and check

swim

slice

swan

slippers



sweets

sweep

sleep

switch

9 Listen, check, and say

10 We use the suffix **-ful** at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary

beautiful
careful
colorful
helpful
useful

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	i	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

Audio script

1 swim

3 sleep

5 slippers

7 sweets

2 swan

4 switch

6 slice

8 sweep

Answers:

1 swim

4 switch

7 sweets

2 swan

5 slippers

8 sweep

3 sleep

6 slice

10 We use the suffix **-ful** at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary.

- 1 Check that students understand the activity by finding and circling a word as an example.
- 2 Students can complete the task in pairs.

Answers:

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	i	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

Extra practice

- 1 Stick the two pieces of paper with *sl* / *sw* written on them on different sides of the classroom: *swim*, *swan*, *slim*, *sweep*, *sleep*, *swing*, *sling*, *sleep*, *switch*, *slippers*, *slice*, *sweet*.
- 2 Read the list of words and have students point to the correct sound.

Closing

- Tell students that in the next lesson, they are going to learn about the life cycle of a sunflower.
- Ask students to find out one fact about sunflowers for the next lesson.

STUDENT'S BOOK

page 57

8 Match. Listen and check

- 1 Write the minimal pairs: *slice swim slim sweep sleep swing sling* on the board. Read them out and have students repeat them.
- 2 Put students in pairs and ask one student to say the words while the other student watches them, then change. Ask students *What happens to your mouth when you say sl words?* (Your tongue touches the back of your top teeth.) *What happens to your mouth when you say sw words?* (You put your lips together and make an O shape.)
- 3 Hold up your book open at page 57 and point to Exercise 8. Have students open their books. Drill the words in the boxes then have students match the words with the pictures. They can check their answers in the next exercise.

9 [audio 1.25] Listen, check and say

- 1 Play the audio.
- 2 Students check their answers and repeat the words.

3 LESSON 3

1 Look and order the life stages of a sunflower. Listen and check



2 Complete the sentences about the life stages of a sunflower with the words in the box

After After that Finally ~~First~~ Next

- 1 First, you plant the sunflower seed in soil. You put it in sunlight and water it.
- 2 Next, the seed germinates and it starts to grow roots under the soil.
- 3 After that, the shoot grows above the soil. It grows leaves. It gets taller.
- 4 After about 4 months, the sunflower opens and faces the sun.
- 5 Finally, the sunflower dies and drops its seeds. The process begins again.



Listen and check

Audioscript

- 1 First, you plant the sunflower seed in soil. You put it in sunlight and water it.
- 2 Next, the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot grows above the soil. It grows leaves. It gets taller.
- 4 After about 4 months, the sunflower opens and faces the sun.
- 5 Finally, the sunflower dies and drops its seeds. The process begins again.

Answers:

- | | | |
|---------|-----------|--------------|
| 1 First | 2 Next | 3 After that |
| 4 After | 5 Finally | |

4 Listen and complete the life stages of a tomato



1 First, you _____

2 _____, the seed germinates, and it starts to grow roots under the soil.

3 After that, the shoot _____

It grows taller.

4 Finally, the _____

5 _____ a few weeks, the tomato plant _____

The process begins again.

5 Choose a plant. Write about the life stages of the plant

Answers:

- 1 First, you plant the tomato seed in soil. You put it in sunlight and water it.
- 2 Next, the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot grows above the soil. It grows taller.
- 4 Finally, the plant grows leaves, flowers and tomatoes.
- 5 After a few weeks, the tomato plant dies and drops its seeds. The process begins again.

5 Choose a plant. Write about the life stages of the plant

- 1 Explain the task. Students can work in pairs or groups. Encourage them to choose different plants if possible.
- 2 Go round and monitor, offering help and support.
- 3 Encourage pairs/groups to compare their work and give each other constructive feedback.
- 4 You could take in their work to mark.

Students' own answers

Extra practice

- 1 Play jumbled up words with the key words from this lesson. You can do this as a whole class activity by writing the words on the board one by one and having the students call out the answer. Alternatively, you could have pairs copy the list of jumbled up words and write the answers. Examples:
flour sewn (sunflower)
fail Lyn (finally)
gni meter (germinate)
ho sots (shoots)
torso (roots)
silo (soil)
a motto (tomato)

Closing

- Tell students that in the next lesson, they are going to be writing about an Egyptian plant. Put students into small groups and have them discuss which plant they would like to write about.
- Tell students to research information about their plant and bring books / pictures of their chosen plant to the next lesson.

STUDENT'S BOOK

page 59

4 [audio 1.27] Listen and complete the life stages of a tomato

- 1 Hold your book up at page 59 and point to the diagram of the life stages of a tomato. Ask students to find the first stage of the life stage (planting seeds).
- 2 Have pairs talk about each stage of the life stage using the pictures as prompts. Circulate and monitor, helping with vocabulary as necessary.
- 3 Have pairs read through the 5 incomplete sentences to get a general understanding of the text. Ask them to listen and complete the gaps in the sentences.
- 4 Play the recording more than once if necessary.

Audioscript

1 First, you plant the tomato seed in soil. You put it in sunlight and water it.

2 Next, the seed germinates, and it starts to grow roots under the soil.

3 After that, the shoot grows above the soil. It grows taller.

4 Finally, the plant grows leaves, flowers and tomatoes.

5 After a few weeks, the tomato plant dies and drops its seeds. The process begins again.

LESSON 6

pages 60-61

- Objectives:**
- To work collaboratively to write a factual report
 - To research and write a factual report about an Egyptian plant
 - To revise language learned in Unit 3
 - To do a self-assessment of their progress

- Language:**
- Present simple for facts
 - Papyrus is a very special plant that grows in the Nile Delta.*
 - Revision of language from Unit 3

- Materials:**
- Student's Book pages 60-61
 - Books and pictures about plants (to be brought in by students)
 - Colored pencils

Opener

- Play *Back to the board* with vocabulary from this unit. Have one student sit in a chair in front of the board, facing the class but not the board. Write a word on the board. The class have to explain the word so that the student can guess it.
- If your class like competitions, more than one student could sit in front of the board and try to guess the word. When they think they know the answer, they should put up their hand to tell you.
- Possible words: *habitat, daisy, reed, pollen, pollution, noise, billion, germinate, soil.*

3

LESSON 6

A REPORT ABOUT A PLANT

1 Work in groups. Think and research

Find an Egyptian plant.

- Why is it an important plant?
- What does the plant need?
- Where does it live?

2 Read and do

- 1 Draw or find some pictures you can use.
- 2 Make your report with your group.



Papyrus

Papyrus is a very special plant. It is famous because Ancient Egyptians used papyrus to make paper. They also made sandals and baskets from papyrus.

Papyrus needs a lot of water and warm weather to grow quickly. It grows in the Nile Delta near the river.



3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

SELF-ASSESSMENT

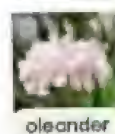
3

- 4 Do you remember the names for these parts of a plant?
Look and write



- 5 Look and make superlative sentences

- 1 tall / land animal / giraffe The tallest land animal is the giraffe.
- 2 heavy / land animal / elephant
- 3 small / part of a plant / plant cell
- 4 old / tree / Californian Redwood
- 5 big / flower / rafflesia arnoldii
- 6 dangerous / plant / oleander



- 6 Do you remember? Read and write

- 1 Why do plants need sunlight and water?
- 2 Why are plants useful?

- 7 Think about Unit 3

Write two things you enjoyed. Write two things you learned.

Answers:

- 1 The tallest land animal is the giraffe.
- 2 The heaviest land animal is the elephant.
- 3 The smallest part of a plant is the plant cell.
- 4 The oldest tree is the Californian Redwood.
- 5 The biggest flower is the rafflesia arnoldii.
- 6 The most dangerous plant is the oleander.

- 6 Do you remember? Read and write

- 1 Ask students to read the two questions.
- 2 Students can look back in the unit for any information that they have forgotten.

Answers:

- 1 To make food (photosynthesize).
- 2 Plants are useful for many reasons, for example, they give us food, they clean the air and water and provide wood.

- 7 Think about Unit 3

- 1 Have students complete the exercise individually and then discuss their answers in groups.
- 2 Feedback open class and make notes of what students enjoyed and learned.

Extra practice

- 1 Play *True or False*. Read factual sentences out and have students guess whether they are true or false.
Chocolate comes from coconuts. (False. It comes from cocoa.)
Lotus flowers grow in rivers and lakes. (True)
Roses are taller than daisies. (True)
Animals help seeds travel. (True)
Lotus flowers can clean water. (False, but reeds can.)
Plants take in carbon dioxide and produce oxygen. (True)
Sunflower seeds need water to grow. (True)
Most paper in Egypt is made from papyrus. (False)

Optional task: plant sunflowers

- 1 Sunflowers are amongst the fastest germinating and growing plants. They are great for planting with students.
- 2 Soak the sunflower seeds in water for 12-24 hours before planting. This reduces the time needed for germination.
- 3 Plant the seeds in 7.5 cm pots (or tin cans) of compost. Push the seeds into holes 1.5 cm deep and then cover with soil. Water the seeds regularly.
- 4 It should take 2-7 days for the seeds to germinate and shoots to appear.
- 5 When the seedlings are 10 cm tall, they can be planted outside in a sunny but sheltered spot.

Closing

- Have students turn to page 42. Ask them the question: *Why are plants green?* Elicit an answer *Plants are green because of the chloroplasts needed for photosynthesis.*
- Have students turn to page 43 *In this unit I will...*
- Go through the objectives one by one, asking students which they enjoyed and which they found the most difficult.

STUDENT'S BOOK

page 61

Self Assessment

Opener

- Remind them that the self-assessment is not a test, but that it will help you decide the areas that they need more help with and the areas that they are confident with. Students should complete the self-assessment at their own pace.

- 4 Do you remember the names for these parts of a plant? Look and write

- 1 Say *Look at these pictures. What can you see?* Write the words under the pictures.
- 2 Students can look back in the unit for any words that they have forgotten.

Answers:

- | | | |
|------------------|---------|----------|
| 1 fruit/tomatoes | 2 roots | 3 shoot |
| 4 seeds | 5 leaf | 6 flower |

- 5 Look and make superlative sentences

- 1 Read the example and check students are clear about the task.
- 2 Refer them back to the Language Focus on page 48 if they need more help with this.

LESSON 1

pages 62-63

- Objectives:** To revise the vocabulary and language of units 1-3
- Vocabulary:** camel, crocodile, eagle, esophagus, fennec fox, large intestine, leaf, lungs, onions, root, seed, shoot, seedling, small intestine, snake, spider, stomach, sugarcane, waste, watermelon
- Language:** The present simple for facts
What's this? It's the mouth. It's the beginning of the digestive system.
- Materials:** Students Book pages 62-63
Audio file 1.28
15 small, blank pieces of paper per pair of students (optional)
Orange, blue, black, green, and pink pencils

Opener

- Ask one or two students *What do you remember about units 1, 2 and 3?* Have students ask each other and find out how many different things the class can think of. This can be done as a class mingle or in small groups.

REVIEW 1

LESSON 1

1 Listen and point

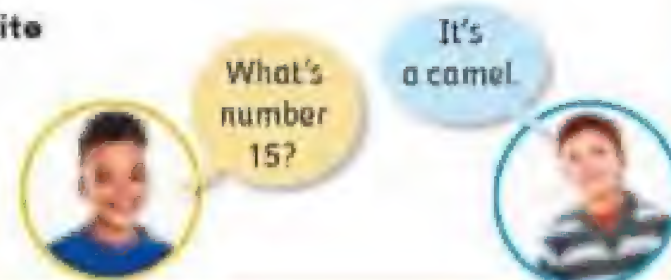
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Finish

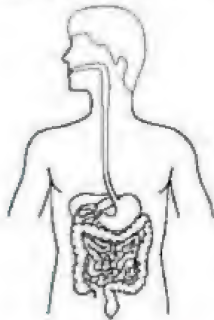
2 Look and write

3 Play and say



4 Read and color the digestive system

- Color the mouth red. Color the large intestine green.
Color the esophagus orange. Color the stomach pink.
Color the small intestine blue.



5 Complete the sentences with the words in the box

waste gastric juice small intestine esophagus

- The _____ goes from the mouth to the stomach.
- The _____ digests food.
- From the stomach, food goes to the _____.
- The large intestine removes _____.

6 Point and say



What's this?

It's the mouth – it's the beginning of the digestive system.



Extra practice

- Ask students to close their books and have pairs try to remember all 15 pictures.

STUDENT'S BOOK

page 63

4 Read and color the digestive system

- With books closed, write *The Digestive System* on the board and ask students to brainstorm everything they can remember about the digestive system in pairs.
- Have students open their books at page 63. Hold your book up and point to Exercise 4.
- Have pairs look at the picture and say the names of the different organs. Monitor and assist.
- Conduct open class feedback.
- Have students color the organs. Monitor closely and assist as it will be difficult for students to change incorrectly colored organs.
- Have students hold up their books so that you can visually check their answers.

Answers:



5 Complete the sentences with the words in the box

- Say the words in the box out loud and have students repeat them after you and point to them on the diagram.
- Ask students what *waste* means (unwanted and unusable food and liquid).
- Have students read the sentences and complete them using the words in the box.
- Monitor and assist as necessary.
- Conduct open class feedback by reading the sentences aloud and pausing before the missing word so that students can provide the answers. Allow enough time for students to rewrite any incorrect answers.

Answers:

- | | |
|-------------------|-----------------|
| 1 esophagus | 2 gastric juice |
| 3 small intestine | 4 waste |

6 Point and say

- Tell students they should work in pairs and ask and answer *What's this?* about the picture.
- Model the exercise with a strong student.
- Walk around and monitor, help as necessary.
- Conduct open class feedback.

Extra practice

- Ask students if they can give you any extra information about each part of the body in the picture, for example:
Esophagus – it goes from the mouth to the stomach, it is 20 cm long
Stomach – food goes from the stomach to the small intestine
Small intestine – it is thin but very long (6.5m)
Large intestine – it removes waste, is thick but not very long (1.2m)
- You could also play *True or false*. Read out these sentences about the digestive system. Explain to students they have to decide if the statements are true or false. If the statement is true, they should raise their hands. If it is false, they should keep their hands down.
a The lungs are an important part of the digestive system. (False – they are part of the respiratory system.)
b The esophagus carries food from the mouth the stomach. (True)
c The small intestine is 6.5m long. (True)
d The large intestine is 8m long. (False, it is 1.2m long.)
e The large intestine removes waste. (True)
f The digestive system is nearly 9m long. (True)
g It takes two days to digest a hamburger. (False, it takes 26 hours.)

Closing

- Tell students that in the next lesson, they will be writing about a desert animal.
- Ask students to do some research about a desert animal and to bring this information to the next lesson.

- Objectives:** To revise the vocabulary, language and phonics from units 1-3
- Vocabulary:** *close, desert, drink, flat, fur, important, milk, nose, sand, strong*
- Language:** The present simple for facts: *Camels are good animals for the desert because they don't drink a lot of water.*
The prefix re-: *I need to re-paint my garden table.*
- Materials:** Students book pages 64-65
Audio files 1.29-1.30

Opener

Ask students to tell you the information they found at home about a desert animal.

Ask one or two students *What do you remember about camels?* Have students ask each other and find out how many different things the class can think of. You can do this as a class mingle or in small groups.

STUDENT'S BOOK

page 64

1 Look and complete with the words in the box

Focus on the picture of the camel and ask students to tell you what they can see.

- Read the words from the word box out loud and have the students repeat them after you.
- Have students read the incomplete text once without writing anything. This will help them get a general understanding of the text.
- Have students complete the text using the words from the text box. They can check their answers in the next activity.

2 [audio 1.29] Listen and check

- Play the audio so that students can check their answers.

Audio script

I love camels. They are very important animals in Egypt. They are strong and they can carry people and things across the desert. They are tall animals, with thin legs. Their milk is delicious, and we can use their fur to make clothes. Camels are good animals for the desert because they don't drink a lot of water. Their feet are flat so they can walk on sand in the desert. They can close their noses and eyes to stop the sand from coming in.

Answers:

- | | | |
|-------------|----------|----------|
| 1 important | 2 strong | 3 desert |
| 4 milk | 5 fur | 6 drink |
| 7 flat | 8 close | 9 sand |

Extra practice

- Have students read the completed text again, and underline

1 Look and complete with the words in the box

close desert drink flat fur important milk sand strong

I love camels. They are very 1 _____ animals in Egypt. They are 2 _____ and they can carry people and things across the 3 _____

They are tall animals, with thin legs. Their 4 _____ is delicious and we can use their 5 _____ to make clothes.

Camels are good animals for the desert because they don't 6 _____ a lot of water. Their feet are 7 _____ so they can walk on sand in the desert. They can 8 _____ their noses and eyes to stop the 9 _____ from coming in.



2 Listen and check

3 Think of another desert animal. Draw and write

I love _____. They are _____

They _____

_____ They _____

They are good animals for the desert because they _____

all the adjectives. This will help them when they write their own texts.

Answers:

important, strong, tall, thin, delicious, good, flat

3 Think of another desert animal. Draw and write

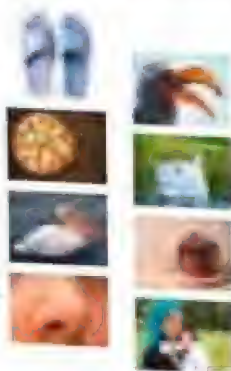
- Have pairs brainstorm desert animals for one minute.
- Conduct open class feedback.
- Choose one of the suggested animals (for example scorpions) and read out possible endings for the sentence stems and ask students to suggest more.
For example: I love *scorpions*. They are *dangerous*. They are *exciting and powerful*. They are *sometimes black and sometimes brown*. They are *good animals for the desert because they do not need a lot of water and they can dig in the sand*.
- Have students write sentences about their chosen animal. They can use the information they researched at home if they want.
- Fast finishers should write extra sentences describing their animal.

Extra practice

- Read the following text out loud and ask students to guess

4 Listen and write the words you hear. Then match

- 1 nose
- 2 c
- 3 m
- 4 a
- 5 a
- 6 s
- 7 p
- 8 b



5 Complete the sentences with verbs with 're'

paint make clean do



1 Today I need to redo my little brother's band-aid.



2 The kitchen was clean this morning, but now I need to reclean it.



3 I need to repaint my garden table.



4 I burnt the pancakes - I have to remake them.

the animal you are describing (a beetle):
I love _____. They are small and round. They are brown, black, red and sometimes green! They can be lots of different colors. They are insects. They are good animals for the desert because they do not need much water and they can live in hot and cold places. What animal is this?

- 2 Now put students into small groups. Tell them to read their sentences from Exercise 3 but NOT to read the animal's name. The other students in the group should guess the animal. If they do not know the answer, they can ask questions such as *What color is it? What does it eat?*

STUDENT'S BOOK

page 65

4 [audio 1.30] Listen and write the words you hear. Then match

- 1 Hold up your book open at page 65. Point to Exercise 4. Explain that students should listen and write the words that they hear.
- 2 Play the audio.
- 3 Check the spelling of words and write problem words on the board.
- 4 Hold your book up and point to the line between the word *nose* and the picture of *nose*. Tell students to match the other words and pictures.
- 5 When they have finished, ask students to say the words. Check their pronunciation carefully.

- | | | | |
|--------|------------|-----------|---------|
| 1 nose | 2 cake | 3 mom | 4 slice |
| 5 swan | 6 slippers | 7 pelican | 8 beak |

Answers:

- | | | | |
|--------|------------|-----------|---------|
| 1 nose | 2 cake | 3 mom | 4 slice |
| 5 swan | 6 slippers | 7 pelican | 8 beak |

Extra practice

- 1 Spell the words in reverse and have students guess the word. For example: nacilep (pelican), sreppils (slippers), eson (nose), kaeb (beak), ecils (slice)
- 5 Complete the sentences with verbs with 're'
- 1 Write *Prefix re-* very messily on the board so that it is difficult for the students to read. Ask students *Shall I rewrite this?*
- 2 Rewrite *Prefix re-* neatly on the board and say *Please reread this.*
- 3 Ask students what the prefix *re-* means (to do something again).
- 4 Focus on the word box in Exercise 5. Explain that students have to choose the correct verb to complete the sentences. Look at the example together then have students complete the activity individually.
- 5 Highlight the difference between *do* and *make* (*do* is more practical for example; applying a band-aid, and *make* is more creative for example; cooking).

Answers:

- | | | | |
|--------|-----------|-----------|----------|
| 1 redo | 2 reclean | 3 repaint | 4 remake |
|--------|-----------|-----------|----------|

Extra practice

- 1 Have students copy this table into their notebook.

	Yes	No
Do you usually reread books?		
Do you often rewrite your homework?		
Are you good at retelling jokes?		

Demonstrate the activity with a strong student. Ask *Do you usually reread books?* If they say *yes*, write their name in the yes column. If they say *no*, write their name in the no column. Show your table to the class.

- 2 Explain that you only need one name for *Yes* and one name for *No*. Check that they understand by asking *Should I write one name in this box or two names? (one)*
- 3 Have students walk around the class asking and answering the questions.

Closing

- Tell students that in the next lesson, they are going to learn about an important Egyptian plant.
- Put students into small groups and ask them to choose a plant. Ensure that the groups are different from those in Unit 3 lesson 6 and that they choose a different plant.
- Tell students to bring information and books about their plant for the next lesson.

LESSON 3

pages 66-67

Objectives: To revise the vocabulary and language from units 1-3
To read about an important Egyptian plant
To research and give a factual presentation about an important Egyptian plant
To self-evaluate progress made in units 1-3

Vocabulary: *bedsheet, climate, conditions, cotton, humid, towel*

Language: Present simple for facts
The sun shines almost every day.
The Egyptians make fantastic bedsheets and towels from the cotton.

Materials: Students Book pages 66-67
Materials for report writing (paper, coloring pencils, scissors, glue, etc.)
Books and information about plants (brought in by students)

Opener

- Tell students you are going to say the name of some plants and they have to tell you if they grow well in Egypt.
- *Palm trees* (yes), *tamarisk* (yes), *acacia* (yes), *tea plants* (no), *reeds* (yes), *water lilies* (yes), *spaghetti trees* (no – they do not exist!).

PRESENTATION

1 **Work in groups. Choose an important Egyptian plant**

Find out about it:

- Where can you find it?
- What does it need to live?
- What does Egypt make from it?
- Why is it important for Egypt?



Egyptian cotton

Egypt's cotton

Egypt is very famous for its cotton. It is probably the best cotton in the world. This is because the Egyptians grow it along the Nile, and the Nile soil is very rich in nutrients. The Egyptian **climate** is **humid**, that is wet. The sun shines almost every day. All these **conditions** are excellent for very good cotton.



Egyptian cotton towels

Egyptian cotton is special because its fibers are longer than other cottons. Egyptians make fantastic **bedsheets** and **towels** from the cotton, as well as other things. The cotton goes to countries all over the world, because many people love Egyptian cotton.

2 **Read and do**

- 1 Draw or find some pictures you can use.
- 2 Make your report with your group.

3 **Present**

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.



humidity: water vapor in the atmosphere

SELF-ASSESSMENT

Now I can...

1 say food



2 say desert animals



3 say parts of a plant



4 say these sounds

long vowels home, snake

short vowels pan, mom

p pea, pin

b bear, bird

s/ slice, sleep

sw swan, sweet



67

STUDENT'S BOOK

page 67

Self-Assessment

- 1 Explain that the self-assessment is not a test and that it helps you see what they understand, and what they need more help with.
- 2 Students should work through the exercises, ticking the pictures that they can name and the sounds that they can say.
- 3 Conduct open class feedback asking students to name the pictures. Ask students which they found easy to remember and which they found difficult.
- 4 Drill the sounds and words in Exercise 4.
- 5 Ask pairs to think of two more examples of each sound.
- 6 Accept any reasonable answers and share them with the whole class.

Answers:

- 1 chicken, grapes, milk, onions, rice, bananas, potatoes, mangoes, watermelon, sugarcane
- 2 camel, fennec fox, eagle, crocodile, rhinoceros, gazelle, spider, pelican, snake
- 3 seeds, root, fruit/tomatoes, flower, shoot, leaf

NON-FICTION READER

Objectives: To revise the vocabulary and language from units 1-3
To understand a factual text
To order the stages of a process

Vocabulary: *bar (of chocolate), cacao tree, dry, factory, pods, roast, seed, seedling*

Language: Past simple for finished events
People in Mexico were the first to make chocolate
Present simple for processes
The farmer roasts the seeds in an oven.

Materials: Students book pages 68-69
Audio file 1.31
Chocolate (optional)

Opener

- Ask one or two students *What did you find out about chocolate?* Have students ask each other and find out how many different things the class can think of. This can be done as a class mingle or in small groups.
- If your class brought chocolate to class, tell them to leave it in their bags until the end of class (remember to check that no students have any allergies to chocolate. If they do, students should not share it in class).

1 Work with a partner. Ask and answer

- Have students ask and answer the questions in pairs. Monitor and assist as needed.
- Conduct open class feedback. Ask a few pairs for their opinions.

Students' own answers

2 [audio1.31] Read and listen to the text about chocolate

- Write the question *Where does chocolate come from?* on the board. Make sure students understand the difference between cacao and cocoa. *Cacao* is the raw seed, while *cocoa* is roasted.
- Have students cover the text. Tell them this will help them listen more carefully.
- Play the audio and ask them to listen for the answer to the question.

NON-FICTION READER

Where does chocolate come from?

1 Work with a partner. Ask and answer

Do you like chocolate?

When do you eat it?

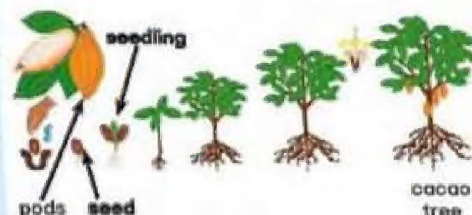
2 Read and listen to the text about chocolate

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the **cacao tree**. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called **pods**.



When the pods are ready, the farmers open them and **dry** them in the sun. The farmers **roast** the cacao beans in an oven. They take out the seeds.

The cocoa seeds go to a **factory**. In the factory, the workers add sugar and milk. Then they press it down to make a **bar** of chocolate. Then it's yummy to eat!

Audioscript

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the cacao tree. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called pods.

When the pods are ready, the farmers open them and dry them in the sun. The farmers roast the cacao beans in an oven. They take out the seeds.

The cocoa seeds go to a factory. In the factory, the workers add sugar and milk. Then they press it down to make a bar of chocolate. Then it's yummy to eat!

Answers:

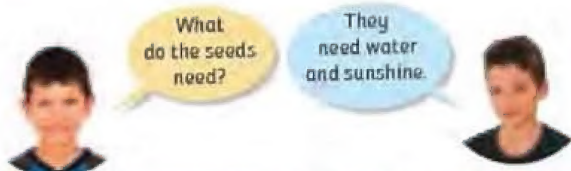
It comes from the cacao tree.

3 Read again and choose the correct answer, a or b

- 1 Who first made chocolate?
 - a Mexican people
 - b African people
- 2 Who brought chocolate to Europe?
 - a African people
 - b Spanish people
- 3 Most chocolate today comes from ...
 - a Mexico.
 - b Africa.
- 4 To make chocolate, workers mix ...
 - a cocoa seeds, milk, and sugar.
 - b beans, fruit, and sugar.

4 Read and order

- a 1 The farmer plants the cacao seed.
- b Then the farmer roasts the cacao seeds in an oven.
- c After that, the cocoa seeds go to the factory.
- d The farmer picks the cacao beans and puts them in the sun.
- e The seed grows into a seedling and then a tree.
- f The factory workers add sugar and milk, and the chocolate is ready!
- g The tree grows cacao beans.
- h The seed germinates.



69

STUDENT'S BOOK

page 69

3 Read again and choose the correct answer a or b

- 1 Have students uncover the text and read the text to find the answers to the four questions.
- 2 Replay the audio if your students need extra support.
- 3 Run through any particularly difficult vocabulary.

Answers:

1a 2b 3b 4a

Extra practice

- 1 Write these words on the board and have students reread the text and find out why they are important: 1000, 1500s, pods, seeds.
- 2 Feedback open class.

Answers:

1000: chocolate was first made 1000 years ago; 1500s: The Spanish brought chocolate to Europe; pods: this is the name of the cocoa tree fruit; seeds: chocolate comes from roasted cocoa seeds.

4 Read and order

- 1 Hold your book up and point to Exercise 4.
- 2 Point to number 1 *The farmer plants the cocoa seed*. Say this is the first stage in making chocolate. Explain that the other stages have all been mixed up.
- 3 Ask students to number the stages. They can do this in pairs.
- 4 Check their answers as a class.

Answers:

a1 b6 c7 d5
e3 f8 g4 h2

Extra practice

- 1 Ask students to ask and answer questions about the text, like the example in speech bubbles.
- 2 Play *Vocabulary hunt*. Read out these definitions and have the students look through the text for the vocabulary items. Read the first definition as an example:
 - *The nationality of people from Spain* (Spanish)
 - *Brown earth, used to grow plants* (soil)
 - *Light from the sun* (sunshine)
 - *Fruit of the cocoa tree* (pods)
 - *Take away water* (dry)
 - *Cook in an oven* (roast)
 - *A place that manufactures or makes things* (factory)
 - *Delicious* (yummy)

Closing

- If your class brought chocolate, this can now be shared with their classmates.
- Write the word *chocolate* in the middle of the board and draw a circle around it and lines coming out from it, to form a spidergram. Have students suggest words about chocolate. Write two or three of them on the board.
- Have small groups copy the spidergram into their notebooks and add more words to it. Set a time limit.
- Circulate and encourage students to write facts, adjectives, and types of chocolate products on their spidergram.
- Have students walk around the room looking at the other spidergrams. Have students look for similarities and differences between their spidergram and their classmates' spidergrams.
- Conduct open class feedback, asking about the similarities and differences.